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ABSTRACT

The objectives, strategy, and methods recommended for future urban 4-H programs are discussed. Specifically explored are the major factors in society that influence the establishment of objectives for these programs, namely: the American democracy, the nature of man, and the external and internal social forces within our environment. Extension agents, in their commitment to expand the youth segment of the Cooperative Extension Service, must also consider other factors as they develop their own objectives. The future of the "4-H in the 70's" program rests within each extension professional to: clarify policies; Create awareness and understanding; reduce limitation myths; encourage creativity; provide recognition and self actualization; stretch values; and create involvement. (LS)

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COMMITMENT FOR EXPANDING URBAN 4-H PROGRAMS

BY
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Presented at National
Urban 4-H Workshops
National 4-H Center,
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INTRODUCTION

The publication "4-H in the 70's" has provided us with recommendations for future 4-H programming. The objectives, strategy, and methods have been presented to guide the establishment of our own personal objectives, strategy and methods. We as individual Extension professionals are challenged to assist in the projected accomplishments in the decade ahead.

These accomplishments will only be realized by the personal commitment each one of us has in expanding the 4-H concept beyond its present success.

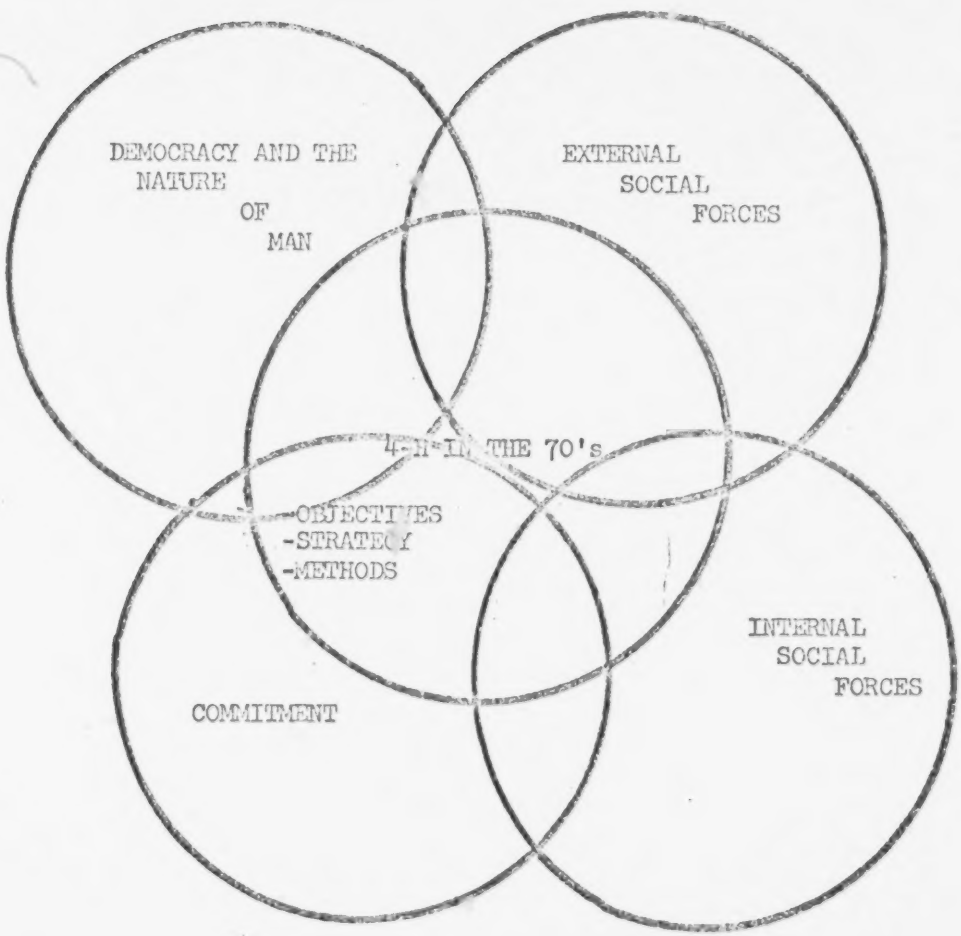
We have all been exposed to Administrator's Kirby's "Balanced Programming Responsibility." To some this concept means that the Cooperative Extension Service should be more youth oriented, more urban oriented, more disadvantaged oriented, more racially liberal, more politically bold, more innovative and more social rather than technologically oriented.-- Whatever our definition is, some changes are essential if we are to accomplish the concepts presented in "balanced programming" and "4-H in the 70's."

These changes in objectives, programs, and audiences depend on our commitments. Our commitments depend on our rationale to understand the trends in society. It seems appropriate to explore several factors in society that influence the establishment of objectives for future urban 4-H programming.

There are four factors that seem relevant to "4-H in the 70's:"

1. Democracy and the Nature of Man
2. External Social Forces
3. Internal Social Forces
4. Our Commitment

FACTORS WHICH INFLUENCE
FUTURE URBAN 4-H PROGRAMS



I. MEANING OF DEMOCRACY

Webster defines democracy as "a government by the people; government in which the supreme power is retained by the people and exercised either directly or indirectly through a system of representation."[1] The meaning of democracy is defined in many ways and this difference of the democratic ideal is one of the special strengths of democracy. It encourages men to think for themselves, and experience proves that every thinking American can be counted on to have his own definition of this famous word. Yet amid the infinite diversity of our definitions there is a hard core of unity.

Clinton Rossiter describes democracy as a set of techniques for making decisions and managing affairs at every level of social organization--this democratic process has been a method of arriving openly, through discussion and compromise, at decisions in keeping with the reasonable wishes of the majority with the fullest respect for the legitimate rights of the minority. Rossiter also views democracy as a system of government that acts, whenever it does act, to foster justice, preserve liberty, erase inequality, promote morality, and expand opportunity. The essence of the democratic spirit is a belief in liberty and justice for all.[2]

Max Lerner states that in a democracy the emphasis is on the natural rights of the individual and the limited powers of government, on the separation of powers, on civil liberties, on the rule of law and the protection of freedom and property against the arbitrary encroachments of the state. Democracy provides the institutions in which the collective will can best be organized for the life purposes inherent in all human striving.[3]

Gordon C. Lee[4] presents twelve elements of democracy which may provide some influences for urban 4-H programming.

1. Cultural pluralism: There are countless diverse cultural groups and democracy accepts and honors these cultures on their own merits.
2. Respect for the Dignity of the Individual: The individual human being has a right to live his own life, uncoerced and unoppressed, so long as he in turn does not imperil or impair the welfare and happiness of others.
3. The Pre-eminence of Individual Welfare: Individual welfare, happiness and dignity are rights of individuals which take precedence over the institutions established to protect those rights.
4. Civil Liberties: The Bill of Rights are all declarations of freedom. These freedoms are unalienable rights and cannot be denied even by popular majorities.
5. Separation of Church and State: "Religion, or the duty which we owe to our creator, and the manner of discharging it, can be directed only by reason and conviction... according to the free dictates of conscience."...Madison.
6. Majority Rule - Minority Rights: Both are equal before the law and both are charged with responsibility for acting consistently with the general welfare of all.

7. Duty and Privilege: The individual has a duty to participate actively and intelligently in the management of society's affairs. He has the privilege of sharing in the making of decisions affecting the general welfare.

8. Human Progress: Improvement of the condition of human life and the enchancement of individual happiness is never content with a status quo, and seeks after progress because it believes in progress.

9. Freedom of Enterprise: The business of making a living has always been regarded as an area in which opportunity for individual initiative and creativity is protected and encouraged. Freedom of the individual to conduct his business at the highest possible level of independence consistent with the general good.

10. Peaceful Change: "Institutionalization of revolution" -- Peaceful change, the appeal to reason, to intelligence by persuasion rather than coercion.

11. Social Mobility: Freedom demands for everyone the opportunity to advance as far as his talent will permit.

12. Free Public Education: There should be a publicly supported, publicly controlled system of schools not controlled by any fractional group or minority interest and these public schools should be freely available.

Democracy works best among intelligent and educated people and like a child, a nation needs guidance in learning how to govern itself. An inexperienced nation might be as dangerous with democracy without the philosophies and elements essential for its existence.[5]

Understanding the workings of a democracy requires more than the definitions and explanations presented in this paper. Democracy is a set of ideals which have never yet been fully attained but provide the framework that allows each human being the opportunity to develop to his optimum.

Dewey states that "a democracy is more than a form of government, it is primarily a mode of associated living, of conjoint communicated experience. Only a just state will give the right education for a just and harmonious social order."[6] Only those who have rightly trained minds will be able to recognize the ideal of democracy and do his part to maintain these ideals.

The meaning of democracy has implications for the objectives of future 4-H programs. The ideals established as goals for individuals in a democracy provide the concepts of involvement in the teaching-learning process, the strengths of each individual, the challenges to their thinking ability, the consistency of standards and evaluations, the duty and privileges of participation in decisions, and that the doors for learning remain open for everyone. The high regard for individual optimal development is essential in a democracy.

ELEMENTS OF DEMOCRACY	IMPLICATIONS FOR COOPERATIVE EXTENSION
CULTURAL PLURALISM	RESPECT INDIVIDUAL DIFFERENCES
RESPECT FOR DIGNITY OF INDIVIDUAL	IMPROVE QUALITY OF LIVING
PRE-EMINENCE OF INDIVIDUAL WELFARE	RESPECT CONVICTIONS
CIVIL LIBERTIES	WELFARE OF ALL
SEPARATION OF CHURCH AND STATE	INVOLVEMENT
MAJORITY RULE - MINORITY RIGHTS	ENCOURAGE CREATIVITY
DUTY AND PRIVILEGE	RATIONALE
HUMAN PROGRESS	RELEVANT EDUCATIONAL OPPORTUNITIES
PEACEFUL CHANGE	COOPERATION
SOCIAL MOBILITY	EXPAND OPPORTUNITY
FREE PUBLIC EDUCATION	BLEND TRADITIONS WITH INNOVATIONS

II. NATURE OF MAN

When discussing the nature of man there are several characteristics that appear to be universal and not restricted to a specific location or within a certain form of government in our world today. These characteristics include (1) his uniqueness, (2) his ability to think, (3) his striving for recognition and success, (4) the interrelationship of his mental, emotional, and physical processes, forming a whole, (6) his goal seeking nature, and (7) dependence upon others which makes him a social being.

Each of these characteristics will be discussed briefly with emphasis upon their affect on the methods of teaching.

A. Uniqueness

It has been said many times that no two individuals are exactly alike. People differ in their physical and temperament make-up, sex, sociability, intelligence, giftedness, personality, growth, behavior, age and experience. Although people differ, each individual in his own right has worth, dignity, and significance. No doubt this is probably one of the greates problems facing Cooperative Extension today -- how to provide adequately for individual differences in their clientele. Individual attention must be given to each individual, if possible, or their differences recognized in the teaching-learning process. The methods selected for teaching must recognize the uniqueness of each individual.

B. His Ability to Think

The process using symbols to manipulate implicitly ideas or objects not physically present to the senses is called thinking. Thinking occurs when the individual represents various properties

of a situation by symbols and then manipulates or organizes those representations in ways which do not depend upon immediate perceptions or actual physical manipulation of objects.[7]

Most thinking is either realistic or autistic in nature. Realistic thinking is determined primarily by the requirements of the external situation while autistic thinking is determined primarily by our own needs, wishes, and feelings. Past experiences, frustrations and stress, and the influence of attitudes determine the effectiveness of thinking and problem solving.

The methods used in teaching should provide challenges to the individual's thinking process and should consider each individual's ability to solve problems.

C. Success and Recognition

Maslow presents a pyramid of man's needs which places at the top level of needs egoistic needs for self-confidence, achievement, knowledge, and for appreciation and respect of others for status, success, and recognition.[8] In man's attempt to live a better life he continually works to reach a state whereby he has succeeded. Recognition by others of his achievement is an essential element in the life style of man. The Extension agent must constantly modify his methods of teaching so that each participant has periodic success and recognition. The egoistic needs of man should be utilized for an effective learning experience for each individual.

D. A Dynamic Whole

Man cannot be described in parts -- his physical, mental, and emotional parts dynamically interact to form or make up the

whole man. Havinghurst states that as an individual matures he finds himself possessed of new physical and psychological resources. Some tasks arise mainly from physical maturation, some tasks from cultural pressure of society, and others from the personal values and aspirations of the individuals and all developmental tasks are formed from combinations of these factors acting together.[9] The methods of teaching selected should be considerate of the total needs of each individual.

E. Goal Seeking

Krech defines goals as the objects and the activities with respect to those objects which fulfill or satisfy the relevant want -- the end result, immediate or remote, which the individual seeks. Goals may involve either approach objects or avoidance objects. The former are associated with positive wants; the latter with negative wants.[10]

Sinnott states that all men are bound to seek goals. They cannot help it, for such is the nature of life itself. The goals are established in their hearts. Man lives by these enthusiasms.[11] The Extension Agent has a profound responsibility to guide the participant and set goals which will yield the highest satisfaction to the individual himself and will best serve the society in which he lives. All who teach should use methods of teaching which inspire the students to constantly set higher achievable goals.

F. Social Being

And the Lord God said: It is not
Good that the man should be alone;

--Genesis 18

Long ago people discovered that certain goals could be achieved more effectively if they worked together. A newborn infant is little different from other young animals. As time goes on, however, he learns many things that distinguish him as human. He acquires the skills, beliefs, purposes, and standards of conduct that other human beings expect him to have. A human is a member of many groups -- family, school, church, employment organizations, marriage, 4-H club, etc. Human society provides the opportunity for man as a social being to belong to many different social groups.

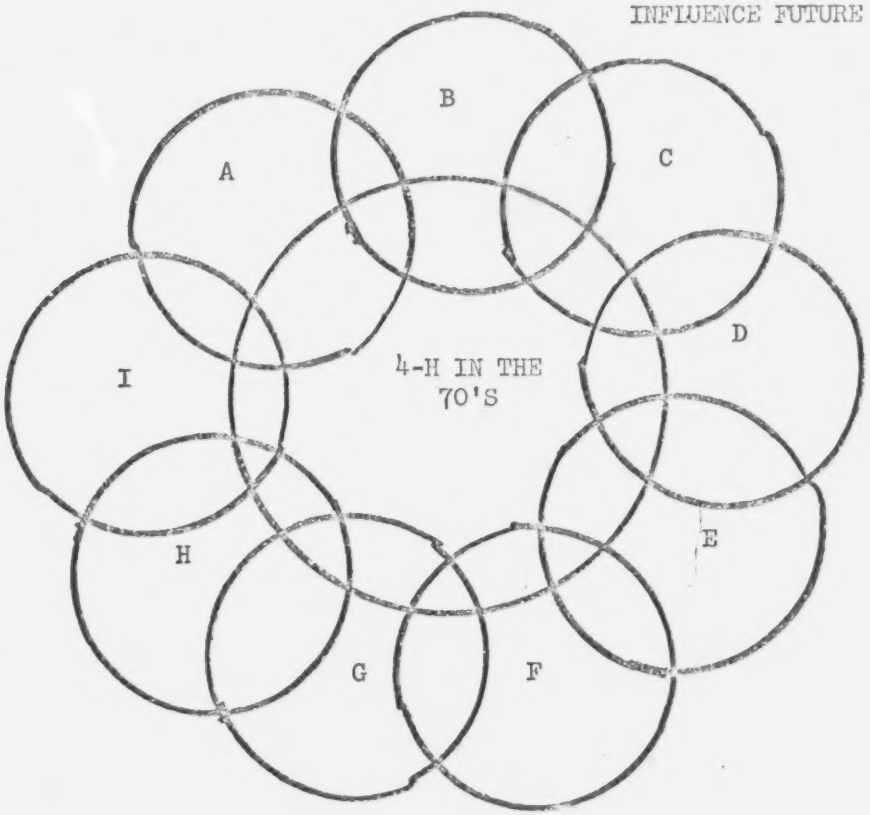
The Extension agent must provide teaching methods that will allow the individuals to see themselves in relation to the society in which they live. Only then will the individual be willing to contribute to the betterment of that society.

NATURE OF MAN	IMPLICATIONS FOR COOPERATIVE EXTENSION
UNIQUENESS	DIGNITY, SIGNIFICANCE OF EACH INDIVIDUAL
ABILITY TO THINK	PROBLEM SOLVING
SUCCESS AND RECOGNITION	PROVIDE CHALLENGES
	ACHIEVEMENT
A DYNAMIC WHOLE	
	CONTRIBUTION TO OTHERS
GOAL SEEKING	
	INVOLVEMENT
SOCIAL BEING	
	SET REALISTIC GOALS
	IMPROVE SOCIALIZATION

III. EXTERNAL SOCIAL FACTORS

There are several external factors in society, both present and future, which may influence future urban 4-H programs. These factors were developed through interviews with several PSD personnel in the USDA-Extension Service.[13] They are presented as factors to consider in the development of future 4-H program objectives.

EXTERNAL SOCIAL FACTORS WHICH INFLUENCE FUTURE 4-H PROGRAMS



EXTERNAL FACTORS:

	Implications for Future 4-H Programs
A. Population Trends:	
- More senior citizens	-Potential volunteers
-Congestion	-Urban programs
-More competition for employment	-Marketable skills
-Larger percentage of youth	-Youth-oriented programming
-Urban power base	-Involvement and Legitimation
-Total number of disadvantaged increasing	-Relevant programs
B. Socialism:	
-More gov't intervention	-Catalyst of available resources
-Civil Service influence	-Provide ego-feed, individual worth and dignity
-Welfare programs-health	-Health programs
C. Technology:	
-Utilization of Computers	-Leader training, SFMIS, records
-Multi-unit housing	-Urban, relevant
-Transportation-mobility	-Regional multi-county
-Communication networks	-Mass media, TV
-Employment skills	-Career exploration
D. Value System:	
-Human goals vs. economic goals	-Culture, crafts
-Environmental ecology	-Conservation
-Integration of various cultural differences	-Intercultural rural, urban
-Cosmopolitan	-Urban-type emphasis
-Rationale rather than emotional	-Challenging

E. Diversity of Interests and Recognition:

-More leisure time	-Volunteers, recreation
-Involvement beyond local community	-World-wide programs interstate
-Expanded socialization	-Social processes-special interest groups, clubs

F. Progressive Educational Systems:

-Informal, flexible	-4-H projects
-Programmed, individual growth	-Continued with 4-H type projects
-Fill void of after hours and summers	-4-H activities, fairs, camp
-Community involvement	-Volunteer leaders and jr. leaders
-Use of volunteers, leadership development	-Cooperation

G. Integrated Governmental Agency:

-Regional human resources unit	-Coorderation with special emphasis
-Centralized local government services (local, city, county)	-Cooperation and resource allocations

H. Community Organizational Changes:

-Progressive youth serving agencies	-Cooperation with others
-Corporation interest in local community	-Resources facilities
-Church interest beyond indigenous concerns	-Coordination with church groups and others
-Public affairs important	-Projects and activities

I. Complexity of Occupational Organizations:

-Impersonal relationships	-Facilitate socialization outside work
-Narrower decision making power	-Decision making opportunities
-Increased specialization	-Project leaders
-Increase in female employees	-Specified limited roles of female volunteers career exploration

I. continue

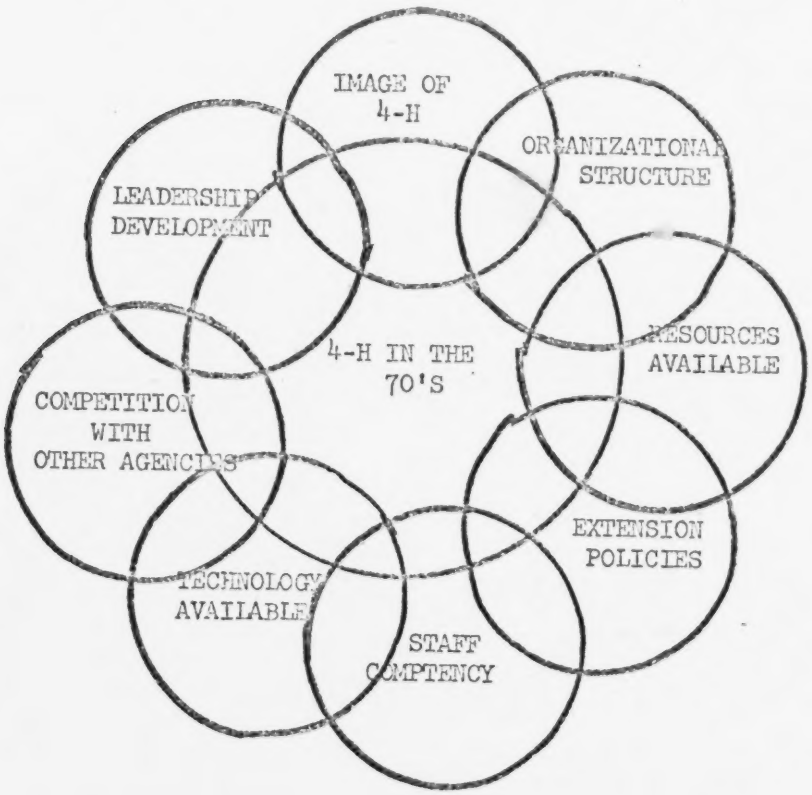
-Less personal recognition - self worth	-Provide relevant recognition

J. Political Involvement of Youth:

-Privilege to vote	-Citizenship responsibilities
-Involvement in public affairs	-Revevant activities
-Influence in social institutions	-Involvement in determining 4-H objectives
-Promotion of more adult involvement	-Public affairs and understandings

EXTERNAL SOCIAL FORCES	IMPLICATIONS FOR COOPERATIVE EXTENSION
POPULATION TRENDS	URBANIZATION
SOCIALISM	IMPORTANCE OF YOUTH
TECHNOLOGY	RELEVANCE OF PROGRAM
VALUE SYSTEMS	INVOLVEMENT
DIVERSITY OF INTERESTS	CULTURAL PLURALISM
PROGRESSIVE EDUCATIONAL SYSTEMS	REGIONAL
INTEGRATED GOV'T AGENCY	COORDINATION
COMMUNITY ORGANIZATION CHANGES	COOPERATION
COMPLEXITY OF OCCUPATIONAL ORGANIZATION	CITIZENSHIP
POLITICAL INVOLVEMENT OF YOUTH	LEADERSHIP
	SOCIALIZATION
	APPROPRIATE SKILLS
	EQUALITY
	HUMAN ECOLOGY
	MOBILITY
	RECOGNITION

INTERNAL SOCIAL FACTORS: Now that we have looked at democracy, the nature of man, democracy and external social forces, it becomes important to look at the internal social forces that directly influence us as professionals within Cooperative Extension's organizational structure. These forces also influence the development of program objectives and commitment to expand programs with urban clientele. The following social forces were identified by you workshop participants, in a recent survey asking you to place a value judgment on the limitations or forces that should be considered as we set objectives for future 4-H programs.



1. Organizational Structure:

-Lack of personnel

-Limited meeting places in urban communities

-Expectation of parent participation, competitive awards, events, record keeping etc.

-Lack of involvement of total Extension staff, county governing boards and local people in program development.

-Full time of professional allocated

-Organizational process at State level

-Time for encouragement for working with political systems

-Lack of support from traditional 4-H councils

-Lack of strong Federal and State direction

-Non-dynamic nature of the organization

-Specialized staff fractionalizes total 4-H program

2. Extension Policies:

-Emphasis on long term enrollment

-Directors' attitudes toward expansion

-Lack of funded public relations programs

-Reporting system only highlights "Club" program

-Employing Ag and H.E. trained personnel

-Reluctance to reallocate resources

-Communication of Extension's policy to power structures

-Emphasis on awards' programs

-Memorandum of agreements complex

-More definitions and guidance from ES-4-H

3. Staff Competency:
-Extension personnel have rural backgrounds

-Availability of qualified staff

-Inadequate training Ag vs. social science

-Lack of empathy and understanding of urban audiences

-Requirements of AG and HE degrees

-Ability to locate qualified agents

-Lack of acceptible professionals of minority origins

-Lack of rapport building techniques with university people

-"Older" agents preventing the movement of urban people

4. Technology Available:

-Lack of material for this clientele

-Controversial subject matter-drugs, child care, ecology

-Lack of creative program components

-Materials not in tune with today's youth

-Few projects for urban boys

-Lack of flexibility in programs

-4-H projects that do not become an extension of school work

-Extension's traditional group meetings not appropriate

5. Leadership Development:

-Most urban youth leaders paid

-Lack of parents' concerns toward children

-Value of volunteer among inner city people

-Difficulty in finding suitable leadership

-Identifying and recruiting of urban leaders

-Cultural characteristics hinder leadership development

5 continues

-Orientation is to "project" oriented rather than "people" oriented

-Fewer professional staff members needed for leader training

-Other agencies have identified potential leaders

-Lack of promotional material to attract leaders

6. Competition with other Agencies:

-Duplication of other agencies

-Many of today's urban youth already involved

-Mass of agencies launching urban programs-competition

-Agencies hesitate to exchange ideas - identity

-More "things" to do in city - little time left

-Lack of community organization cohesiveness

-Competition with more affluent groups

-Competition with OEO, model cities, and other gov't programs

7. Resources Available:

-Reluctance of administration to shift budget

-Communication of Extension's policies and image of urban power structure

-Extension willingness to provide new personnel

-Money from each city necessary before programs start

-Lack of paid professional staff for larger area

-4-H agents first to go with cut in budget

-More manpower resources needed for urban than traditional

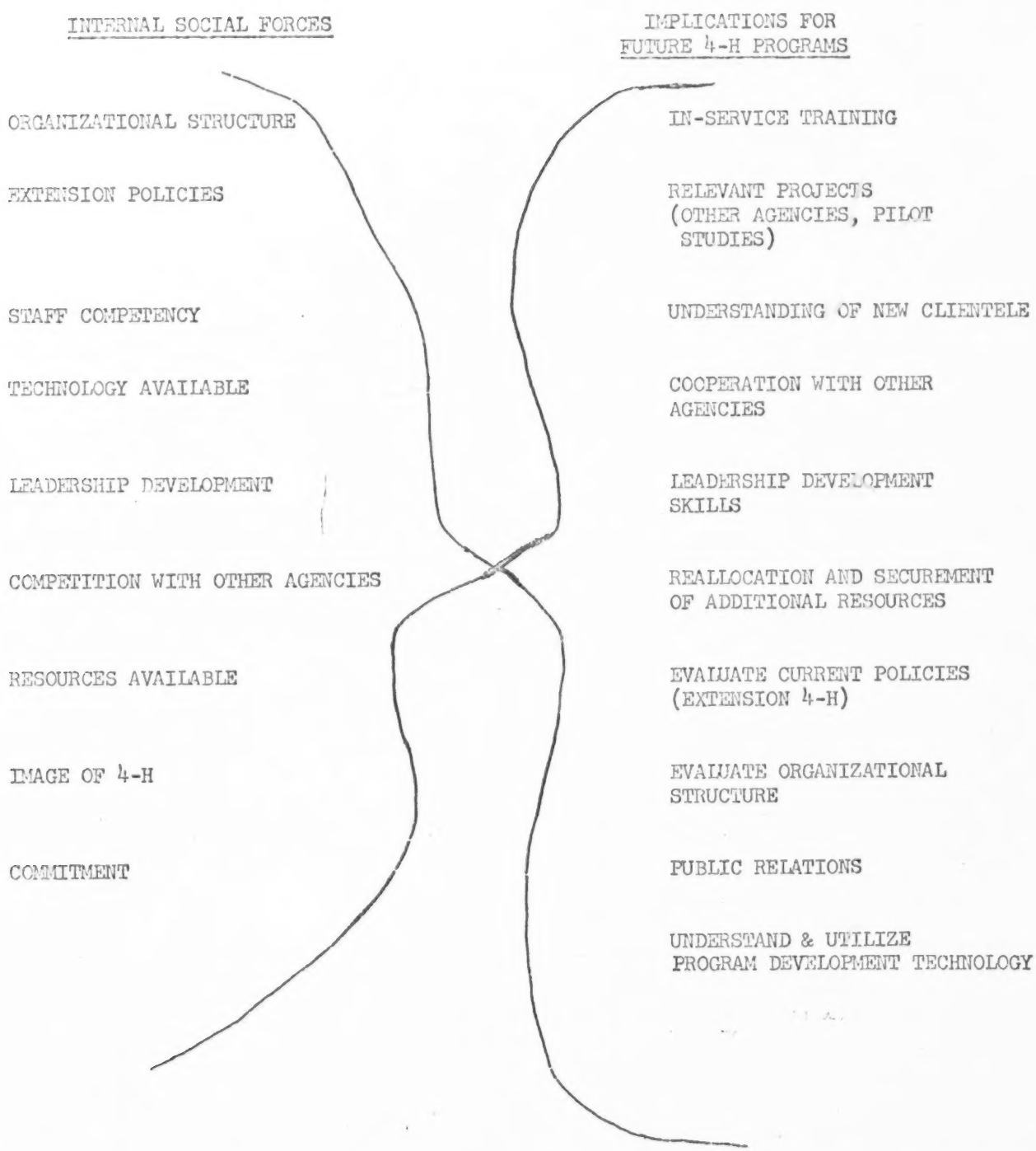
8. Image of Current 4-H Program:

-Rural farm image

Extension's rural middle class image

-Save rural agricultural section of society

-4-H is cows and cooking


INTERNAL SOCIAL FORCES
ORGANIZATIONAL STRUCTURE
EXTENSION POLICIES
STAFF COMPETENCY
TECHNOLOGY AVAILABLE
LEADERSHIP DEVELOPMENT
COMPETITION WITH OTHER AGENCIES
RESOURCES AVAILABLE
IMAGE OF 4-H
COMMITMENT
IMPLICATIONS FOR FUTURE 4-H PROGRAMS
IN-SERVICE TRAINING
RELEVANT PROJECTS (OTHER AGENCIES, PILOT STUDIES)
UNDERSTANDING OF NEW CLIENTELE
COOPERATION WITH OTHER AGENCIES
LEADERSHIP DEVELOPMENT SKILLS
REALLOCATION AND SECUREMENT OF ADDITIONAL RESOURCES
EVALUATE CURRENT POLICIES (EXTENSION 4-H)
EVALUATE ORGANIZATIONAL STRUCTURE
PUBLIC RELATIONS
UNDERSTAND & UTILIZE PROGRAM DEVELOPMENT TECHNOLOGY

COMMITMENT: The final factor of commitment is the important ingredient for future 4-H programs. Each of you will analyze, accept, and reject many of the factors presented in this presentation, but the future of "4-H in the 70's" rests within each Extension professional.

Your comments presented in the recent survey included:

"Lack of real commitment by administration to urban expansion"

"Agent's attitude towards working in inner city"

"Personnel lack empathy for urban youth"

"Willingness to assess oneself in terms of prejudice"

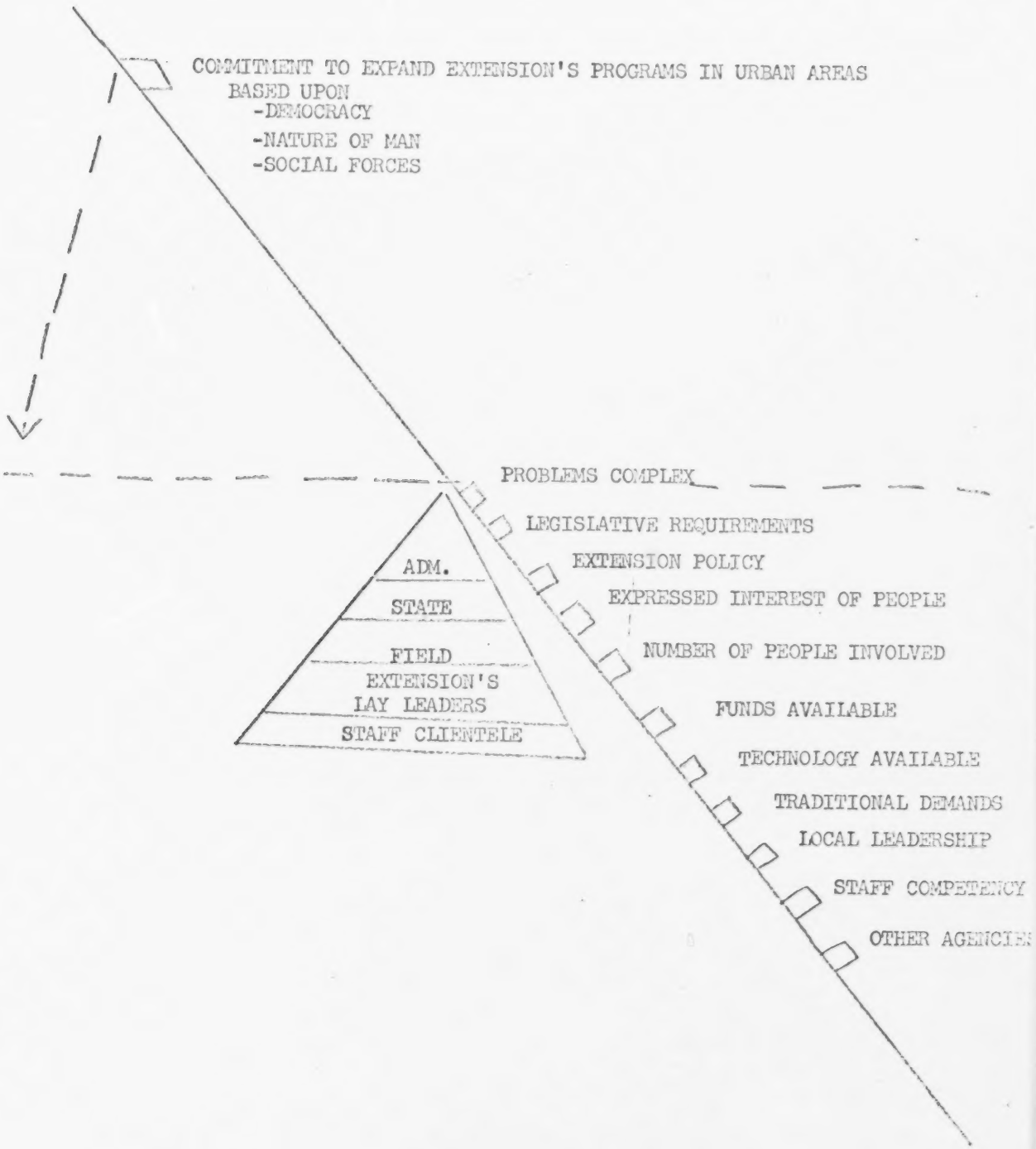
"Agent's feeling of inadequacy"

"Limited desire for urban involvement"

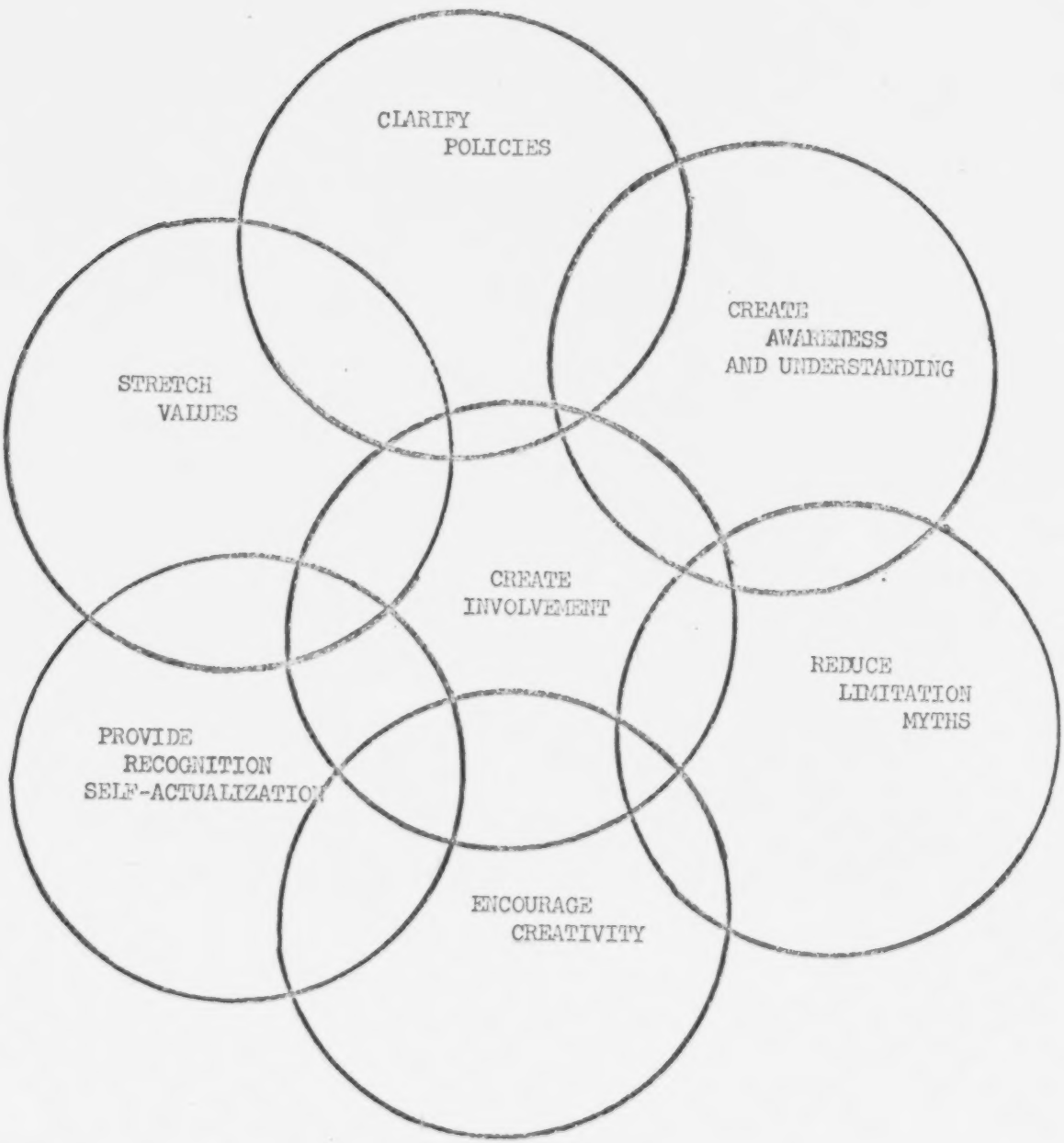
"Does Extension have to play the role of God"
- to serve all people in all areas -

These statements represent a lack of real commitment to expand programs with urban youth. Attitudes, empathy, inadequacies, rationalizations all reflect a lack of personal involvement and commitment toward innovative objectives and programs.

PROGRAM EXPANSION DEPENDS ON COMMITMENT



FACTORS INFLUENCING COMMITMENT



SUMMARY:

If we interpret the concept of balanced programming to include the expansion of 4-H programs with urban clientele, the concept of commitment becomes a important factor. This paper has identified several ingredients that may assist us as individuals to understand the basis of our commitments by expanding the youth segment of the Cooperative Extension Service. The American democracy, the nature of man and the external and internal social forces within our environment create important factors to consider as we develop our own objectives for future 4-H programs.

This workshop will focus upon strategies, methods and techniques for expanding 4-H programs in urban areas - do we, personally, as Extension professionals have the essential commitment to utilize these innovative and proven methods?

- THE FEASIBILITY INCREASES IN PROPORTION

TO OUR COMMITMENT -

JOEL R. SOOBITSKY

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